District Goal Setting Webinar

March 1, 2012

# Purpose of today's meeting

- Provide a more in-depth overview of our new accountability system specifically as it relates to district goals.

- In the next few weeks, we will also holding in-person meetings with more information on the details and specifics of school level accountability and school lists.

- In addition, at the meetings, we will share more information about how the waiver connects with ESEA related programs generally, as we receive further details and guidance from the U.S. Department of Education.

# Why we asked for a waiver

# We have taken important and significant steps in education reform that are not recognized under AYP

**2009-10**
- Tennessee significantly raised standards through the Diploma Project, and passed broad education reform legislation.
- As a result of the standards change, proficiency results dropped state-wide. 7th grade math dropped from 90.3% in previous year to 28.5%.
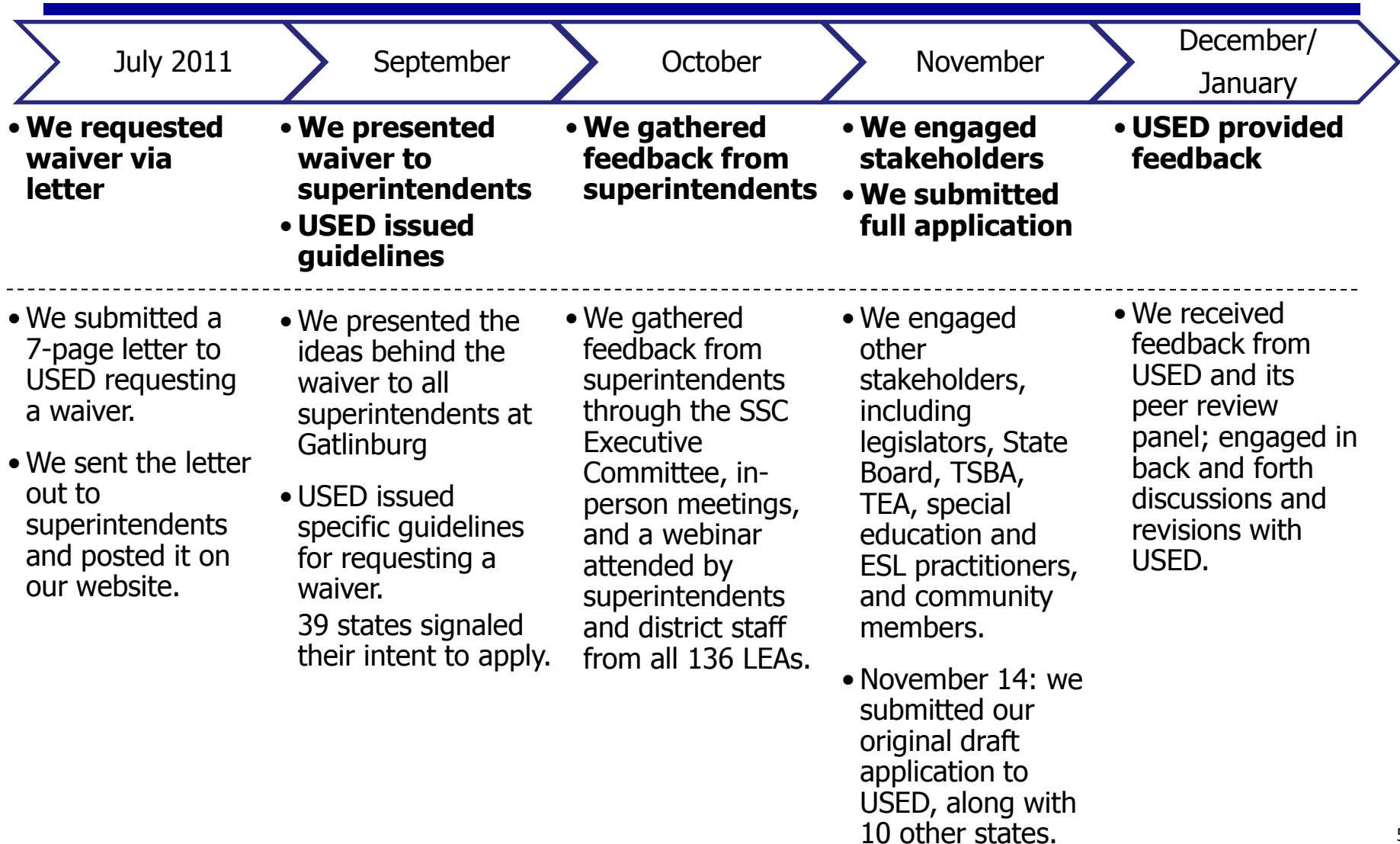
**2010-11**
- Proficiency rates increased across the state, with high value-added growth scores.
- But despite this very strong growth and improvement, 836 schools (or half the schools in the state) and 53 districts failed AYP.

**2011-12**
- We see continued commitment to reforms and improvement. But unfortunately this growth and improvement is not recognized under AYP.
- Without a waiver, we project that about 80% of schools and at least 40% districts would fail AYP based on this year's results.

# We developed a new alternative to AYP through many discussions over the last 7 months

| July 2011 | September | October | November | December/ January |
|-----------|-----------|---------|----------|-------------------|
| • **We requested waiver via letter** | • **We presented waiver to superintendents** <br> • **USED issued guidelines** | • **We gathered feedback from superintendents** | • **We engaged stakeholders** <br> • **We submitted full application** | • **USED provided feedback** |
| • We submitted a 7-page letter to USED requesting a waiver. <br><br> • We sent the letter out to superintendents and posted it on our website. | • We presented the ideas behind the waiver to all superintendents at Gatlinburg <br><br> • USED issued specific guidelines for requesting a waiver. <br> 39 states signaled their intent to apply. | • We gathered feedback from superintendents through the SSC Executive Committee, in-person meetings, and a webinar attended by superintendents and district staff from all 136 LEAs. | • We engaged other stakeholders, including legislators, State Board, TSBA, TEA, special education and ESL practitioners, and community members. <br><br> • November 14: we submitted our original draft application to USED, along with 10 other states. | • We received feedback from USED and its peer review panel; engaged in back and forth discussions and revisions with USED. |

# We sought to address the parts of the AYP system that are outdated and counter-productive

**No Child Left Behind AYP System**

**New waiver accountability system**

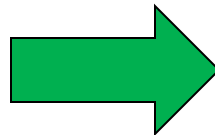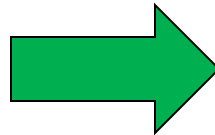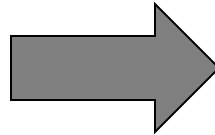| No Child Left Behind AYP System | New waiver accountability system |
|---|---|
| Focus on <u>all</u> students through public reporting and transparency of data | Continued focus on <u>all</u> students through **public reporting and transparency of data** |
| Unreasonably high proficiency targets that resulted in majority of schools labeled as failing | **Ambitious but achievable goals** around growth and improvement from current baselines |
| Laundry list of goals and lockstep consequences for missing any goal by any amount | **Focused list of goals** for the purpose of accountability, and **differentiated consequences** |
| State expected to intervene in hundreds of schools | **Districts as key point of action**, with targeted state intervention in a small number of schools |

# New Accountability System Objectives

# Our new accountability system has two overriding objectives

Growth for all students, every year

and

Closing achievement gaps, by ensuring faster growth for those students who are furthest behind
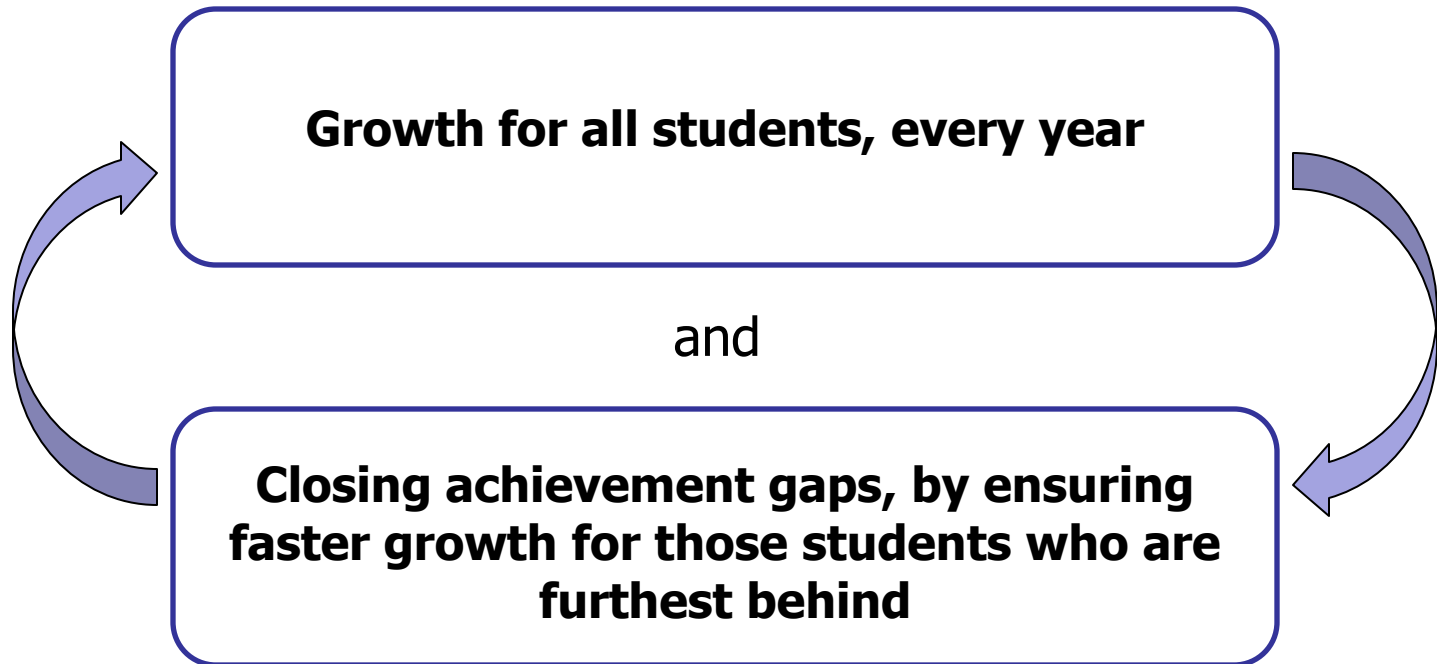
# These two objectives can be seen throughout our system

| Goals for Districts | School Lists | Public Reporting |
|---|---|---|
| • Districts and schools set **Achievement** and **Gap Closure AMOs** (Annual Measurable Objectives)<br><br>• Both Achievement and Gap Closure are **weighted equally**<br><br>• **Districts are measured based on "achieving" or "missing"** in each part of the system | • We will identify:<br>  • **Reward schools:** the top 10 percent of schools based on absolute performance and value-added growth<br>  • **Focus schools:** the 10 percent of schools with the largest achievement gaps, and<br>  • **Priority schools:** the bottom 5 percent of schools, based on absolute performance | • **School, District, and state levels**<br><br>• **Full transparency** of:<br>  - Progress against AMOs<br>  - Reward, Focus, Priority status (for schools, as applicable)<br>  - Achievement data by assessment, by sub-group performance<br>  - Participation rates<br>  - Graduation rates<br><br>• **Redesigned report card** to prioritize elements that matter most in the new accountability system |

# There are three possible outcomes for districts, based on a totality of results

**Exemplary**
- Recognized through inclusion on list of exemplary districts
- Planning without need for TDOE approval
- Priority consideration for any TDOE waivers
- Priority consideration for TDOE support of proposals for alternative teacher evaluation models

**Intermediate**
- Detailed analysis of results and plans on how to achieve goals in coming year, subject to TDOE approval

**Needs Improvement**
- Inclusion on list of districts in need of improvement
- In-person meeting with TDOE to create aggressive plan to meet goals in coming year.

# Growing achievement for all students and closing gaps are equally important objectives

The state has set Achievement and Gap Closure AMO (annual measurable objectives) targets through our application. Districts and schools will also set targets in these areas.

Our state-level AMOs for Achievement are as follows:

| ACHIEVEMENT | 2010-11 Actual | 2011-12 Target | Percent annual change |
|---|---|---|---|
| 3rd grade Math | 51.4% | 54.6% | *3.2%* |
| 3rd grade Reading | 43.9% | 47.9% | *4.0%* |
| 7th grade Math | 35.9% | 39.7% | *3.8%* |
| 7th grade Reading | 45.3% | 48.2% | *2.9%* |
| 3-8 aggregate math | 41.0% | 44.5% | *3.5%* |
| 3-8 aggregate reading | 48.5% | 51.6% | *3.1%* |
| End-of-Course: Algebra I | 51.7% | 54.7% | *3.0%* |
| End-of-Course: English II | 57.5% | 60.1% | *2.6%* |
| Graduation rates | 85.3% | 86.5% | *1.3%* |

# Growing achievement for all students and closing gaps are equally important objectives [2 of 2]

Our state-level AMOs for Gap Closure are as follows:

| | | 2010-11 Actual Gap | Annual gap reduction in percentage points | Annual gap reduction as a percent of 2010-11 gap size |
|---|---|---|---|---|
| Racial/ethnic sub-groups vs. All students | 3-8 Aggregate Math | 16.0% | 1.0% | 6.3% |
| | 3-8 Aggregate Reading | 18.6% | 1.2% | 6.2% |
| | HS Algebra I | 15.0% | 0.9% | 6.3% |
| | HS English II | 20.8% | 1.3% | 6.3% |
| Economically disadvantaged vs. Non-economically disadvantaged | 3-8 Aggregate Math | 26.5% | 1.7% | 6.2% |
| | 3-8 Aggregate Reading | 30.5% | 1.9% | 6.3% |
| | HS Algebra I | 28.1% | 1.8% | 6.3% |
| | HS English II | 31.6% | 2.0% | 6.3% |
| English learners vs. Non-English learners | 3-8 Aggregate Math | 24.9% | 1.6% | 6.3% |
| | 3-8 Aggregate Reading | 39.0% | 2.4% | 6.3% |
| | HS Algebra I | 30.9% | 1.9% | 6.3% |
| | HS English II | 50.6% | 3.2% | 6.2% |
| Students with disabilities vs. Students without disabilities | 3-8 Aggregate Math | 10.9% | 0.7% | 6.2% |
| | 3-8 Aggregate Reading | 9.3% | 0.6% | 6.3% |
| | HS Algebra I | 9.3% | 0.6% | 6.3% |
| | HS English II | 47.4% | 3.0% | 6.2% |

# Setting District Goals

# Required District Goals (Annual Measurable Objectives)

Districts will set achievement goals for all students in the following areas:

| ACHIEVEMENT |
| --- |
| 3rd grade Math |
| 3rd grade Reading* |
| 7th grade Math* |
| 7th grade Reading |
| 3-8 aggregate math |
| 3-8 aggregate reading |
| HS Algebra I |
| HS English II |
| Graduation rates* |

*First to the Top goals serve as basis

# Required District Goals (Annual Measurable Objectives)

Districts will set goals for Gap Closure based upon overall achievement goals. Districts will set goals in any area where they have more than 30 students in a subgroup.

| | |
|---|---|
| Racial/ethnic sub-groups vs. All students | 3-8 Aggregate Math |
| | 3-8 Aggregate Reading |
| | HS Algebra I |
| | HS English II |
| Economically disadvantaged vs. Non-economically disadvantaged | 3-8 Aggregate Math |
| | 3-8 Aggregate Reading |
| | HS Algebra I |
| | HS English II |
| English learners vs. Non-English learners | 3-8 Aggregate Math |
| | 3-8 Aggregate Reading |
| | HS Algebra I |
| | HS English II |
| Students with disabilities vs. Students without disabilities | 3-8 Aggregate Math |
| | 3-8 Aggregate Reading |
| | HS Algebra I |
| | HS English II |

# District Achievement Goal Example

## District A

| ACHIEVEMENT | State 2010-11 Actual | State 2011-12 Target | Annual change (percentage points) | District 2010-11 Actual | District 2011-12 Target |
|---|---|---|---|---|---|
| 3rd grade Math | 51.4% | 54.6% | *3.2%* | 47.2% | 50.4% |
| 3rd grade Reading | 43.9% | 47.9% | *4.0%* | 39.1% | 43.1% |
| 7th grade Math | 35.9% | 39.7% | *3.8%* | 34.5% | 38.3% |
| 7th grade Reading | 45.3% | 48.2% | *2.9%* | 46.0% | 48.9% |
| 3-8 aggregate math | 41.0% | 44.5% | *3.5%* | 35.9% | 39.4% |
| 3-8 aggregate reading | 48.5% | 51.6% | *3.1%* | 44.8% | 47.9% |
| End-of-Course: Algebra I | 51.7% | 54.7% | *3.0%* | 53.9% | 56.9% |
| End-of-Course: English II | 57.5% | 60.1% | *2.6%* | 59.4% | 62.0% |
| Graduation rates | 85.3% | 86.5% | *1.3%* | 87.5% | 88.8% |

**Only All Students used for Achievement Goals**

# District Gap Closure Goal Example

### 3-8 Reading/ Language Arts
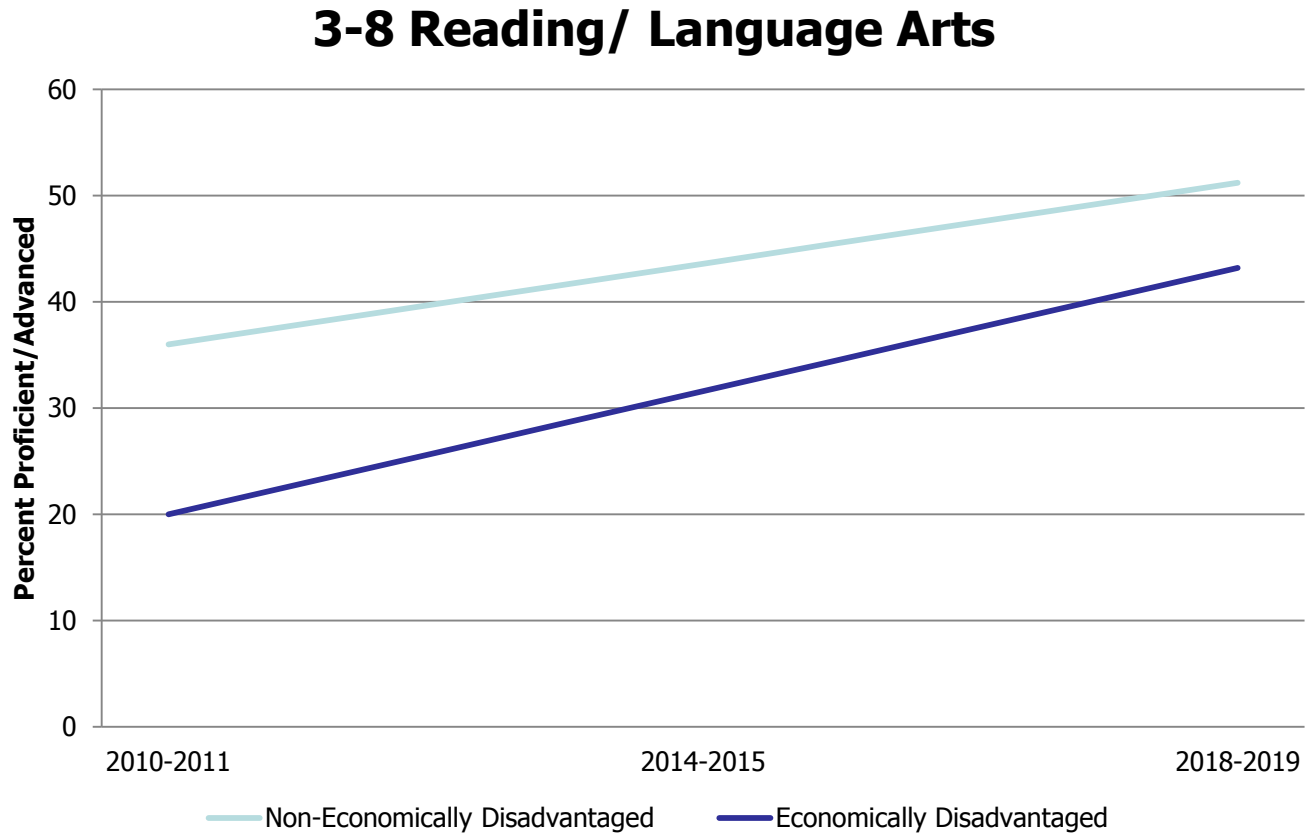
# District Gap Closure Goal Example

## District B

| Economically Disadvantaged Percent Proficient & Advanced 2010-11 | Non-Economically Disadvantaged Percent Proficient & Advanced 2010-11 | Current Gap | Annual Gap Reduction as a percent of current gap size | Gap Reduction in Percentage Points | Gap Reduction Target |
|---|---|---|---|---|---|
| 20% | 36% | 16% | 6.25% | 1% | 15% |

# District Gap Closure Goal Example

## District B

| | | District 2010-11 Actual Gap | Annual gap reduction as a percent of 2010-11 gap size | Annual gap reduction in percentage points | District 2011-12 Target Gap |
|---|---|---|---|---|---|
| Racial/ethnic sub-groups vs. All students | 3-8 Aggregate Math | 8.7% | 6.25% | .5% | 8.2% |
| | 3-8 Aggregate Reading | 8.5% | 6.25% | .5% | 8.0% |
| | HS Algebra I | 7.6% | 6.25% | .5% | 7.1% |
| | HS English II | 10.6% | 6.25% | .7% | 9.9% |
| Economically disadvantaged vs. Non-economically disadvantaged | 3-8 Aggregate Math | 35.4% | 6.25% | 2.2% | 33.2% |
| | 3-8 Aggregate Reading | 37.6% | 6.25% | 2.4% | 35.2% |
| | HS Algebra I | 38.3% | 6.25% | 2.4% | 35.9% |
| | HS English II | 35.9% | 6.25% | 2.3% | 33.6% |
| English learners vs. Non-English learners | 3-8 Aggregate Math | 17.0% | 6.25% | 1.1% | 15.9% |
| | 3-8 Aggregate Reading | 15.0% | 6.25% | 0.9% | 14.1% |
| | HS Algebra I | | 6.25% | | |
| | HS English II | | 6.25% | | |
| Students with disabilities vs. Students without disabilities | 3-8 Aggregate Math | 5.5% | 6.25% | 0.3% | 5.2% |
| | 3-8 Aggregate Reading | 7.5% | 6.25% | 0.5% | 7.0% |
| | HS Algebra I | | 6.25% | | |
| | HS English II | | 6.25% | | |

# District Graduation Rate Example

## District C

| ACHIEVEMENT | State 2010-11 Actual | State 2011-12 Target | Annual change (percentage points) | District 2010-11 Actual | District 2011-12 Target | Annual change (percentage points) |
|---|---|---|---|---|---|---|
| 3rd grade Math | 51.4% | 54.6% | *3.2%* | 47.2% | 50.4% | *3.2%* |
| 3rd grade Reading | 43.9% | 47.9% | *4.0%* | 39.1% | 43.1% | *4.0%* |
| 7th grade Math | 35.9% | 39.7% | *3.8%* | 34.5% | 38.3% | *3.8%* |
| 7th grade Reading | 45.3% | 48.2% | *2.9%* | 46.0% | 48.9% | *2.9%* |
| 3-8 aggregate math | 41.0% | 44.5% | *3.5%* | 35.9% | 39.4% | *3.5%* |
| 3-8 aggregate reading | 48.5% | 51.6% | *3.1%* | 44.8% | 47.9% | *3.1%* |
| End-of-Course: Algebra I | 51.7% | 54.7% | *3.0%* | 53.9% | 56.9% | *3.0%* |
| End-of-Course: English II | 57.5% | 60.1% | *2.6%* | 59.4% | 62.0% | *2.6%* |
| Graduation rates | 85.3% | 86.5% | *1.3%* | 95.7% | 96.2% | *.5%* |

# District Goal Setting Guidelines

- Department will suggest targets for all achievement and gap closure goals

- Districts with lower levels of achievement should consider proposing higher goals

- Districts for whom applying 3-5 percentage point growth would rapidly approach or exceed 100 percent proficiency should propose meaningful and realistic targets

# District Goal Setting Timelines

- March 1 – Webinar
- March 6 – Districts receive baseline data and goal setting tools
- March 19 – Districts submit Achievement and Gap Closure goals
- March 28 – Department approves district goals
- April 10 – Districts submit school level targets

# District Goal Setting Tools

- District data set
  - Baseline data for goals is 2010-11 school year
  - Every test taker data
  - Best score of test taker within year
  - Test scores attributed to school or group of students where test was taken and not "banked"
  - LEP subgroup will include transition students once the N of 30 is met
  - Rounded to nearest .1, up from .05, down from .049
- ETT v. AYP data comparison
  - Examined data for lowest 5 percent of schools
  - Average difference less than 1 percentage point for 3-8; less than 2 percentage points for HS
  - Little to no impact on schools identified as Focus, Reward, Priority

# School Goal Setting Tools

- District discretion on how to set goals with schools
  - Set targets for schools
  - Involve schools in target setting
- School level data set
  - Every test taker data
  - Best score of test taker within year
  - Test scores attributed to school where test was taken and not "banked"
  - Applies rules on ELL Transition 1 and Transition 2 students
  - Rounded to nearest .1, up from .05, down from .049
- School target tool
  - Allows districts to input data for individual schools and adjust to roll up all school goals to district level

# In Person Meeting Draft Agenda

- District status determination examples
- School list methodologies (Priority, Focus, Reward)
- Impact on ESEA related programs including highly qualified teachers, school choice, supplemental educational services
- Dates TBD, announced next week

**Questions and Discussion**

**Email additional questions to tned.assessment@tn.gov**